EVERYTHING YOU NEED TO KNOW ABOUT RESPONSE TO INTERVENTION (RTI)

Alayna Gee M.Ed., NBCT
MTSS Coordinator
Idaho State Department of Education
agee@sde.idaho.gov

MY BACKGROUND

- **15 years in education**

- **Classroom Teacher K-3**

- **RtI Interventionist K-5**

- **Reading Specialist K-12**

- **Dyslexia Specialist K-12**

- **District Testing Coordinator**

No matter what accomplishments you make, somebody helped you.
-Althea Gibson

TODAY'S OBJECTIVES

1. Develop a deeper understanding of RTI

2. Review the components that make RTI effective

3. Provide resources to support RTI implementation

RTI is NOT the pathway to special education but is an educational tool that provides targeted instructional interventions to student's areas of specific need as soon as those needs become apparent.

https://youtu.be/cpPZjcFw7xc

IDAHO RESPONSE TO INTERVENTION

- **Leadership**

- **Multi-Level Instruction**

- **Assessment**

- **Data Based Decision Making**

- **Family & Community**

LEADERSHIP

- Problem solving team

- Procedures and protocols

- Alignment with other programs and processes within the district/school

- Professional Development

ASSESSMENT

Spot
- Screener
  - Aimsweb, DIBELS

Identify
- Diagnostic
  - CORE phonics, running record

Monitor
- Progress Monitoring
  - CBM, skill based probes

SPOT THE PROBLEM

Norm Referenced

➢ **Measures skill attainment or objective**

➢ **Difficulty level of each item is equal**

➢ **Scores are expressed as percentage**

Criterion Referenced

➢ **Measures broad skill performance according to what is "average"**

➢ **Items vary in difficulty level**

➢ **Achievement is reported as a percentile or grade equivalent.**

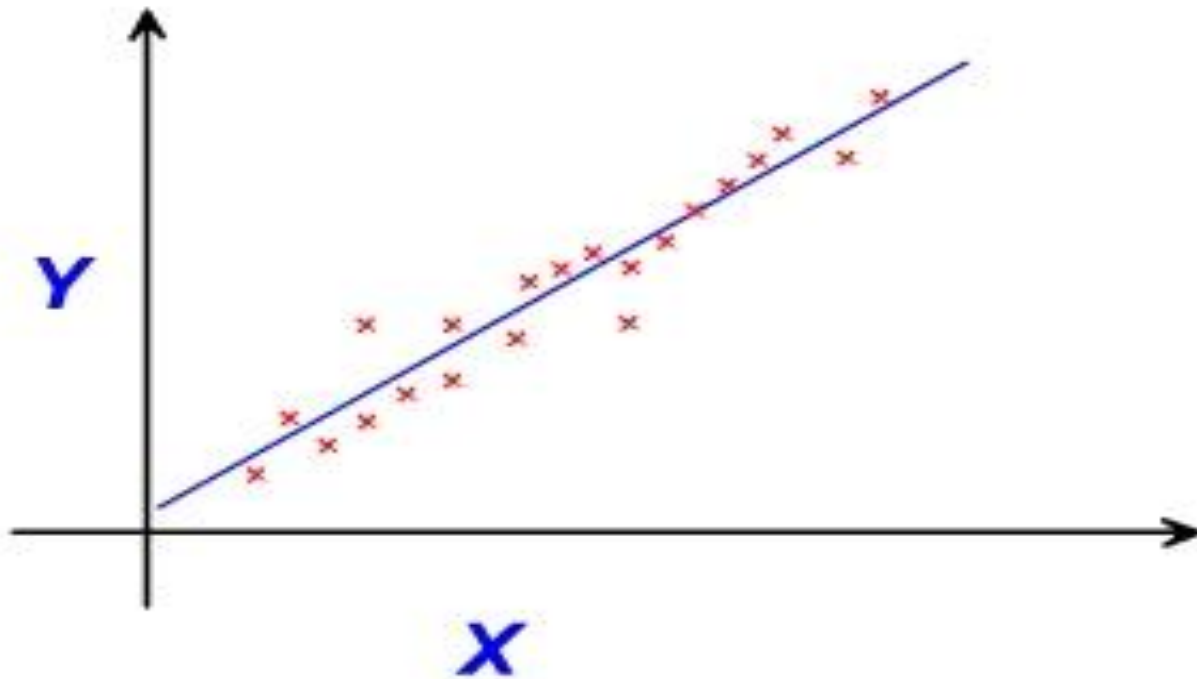# IDENTIFY THE WEAKNESS

Literacy

- **Phonological Awareness**

- **Phonics**

- **Vocabulary**

- **Comprehension**

- **Fluency**

Math

- **Computation**

- **Problem Solving**

- **Memory**

MONITOR PROGRESS

WHAT IS RTI?   IMPLEMENTING RTI   RESOURCES   COMMUNICATION   STATE ASSISTANCE   ABOUT US

Home

Screening Tools Chart

Subject: [Math ⌄] Grade: [Elementary ⌄] [Filter] [Reset]

Tools ▽ △	Area ▽ △	Classification Accuracy ▽ △	General-izability ▽ △	Reliability ▽ △	Validity ▽ △	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations ▽ △	Efficiency				COMPARE / RESET
							Administration ▽ △	Administration & Scoring Time ▽ △	Scoring Key ▽ △	Benchmarks / Norms ▽ △	
AIMSweb	Math - CBM	◑	Moderate High	◑	○	—	Group	2 Minutes	Yes	Yes	☐
AIMSweb	i Test of Early Numeracy - Quantity Discrimination	○	Broad	●	●	—	Individual	2 Minutes	Yes	Yes	☐
easyCBM	* Mathematics	●	Moderate High	◑	●	●	Individual Group	30 Minutes	Computer Scored	Yes	☐
Measures of Academic Progress (MAP)	* Mathematics	●	Moderate High	◑	◑	◑	Individual Group	40 Minutes	Computer Scored	Yes	☐
STAR	i Math	●	Broad	●	●	●	Individual Group	10 Minutes	Computer Scored	Yes	☐

Legend: ● Convincing evidence ◑ Partially convincing evidence ○ Unconvincing evidence — Data unavailable or inadequate

i Information updated during the 2011 review   * Added in the 2011 review

http://www.rti4success.org/resources/tools-charts/screening-tools-chart

Academic Progress Monitoring GOM

This tools chart presents information about academic progress monitoring tools. The three tabs, *Psychometric Standards*, *Progress Monitoring Standards*, and *Data-based Individualization Standards* include ratings from our TRC members on the technical rigor of the tool. **Additional information** is provided below the chart.

View the **Progress Monitoring Mastery Measures »**

Grade Level
[- Any - ▼]

Subject
[- Any - ▼]

[Apply]

| Psychometric Standards | Progress Monitoring Standards | Data-based Individualization Standards |

Title ▲	Area	Reliability of the Performance Level Score ⓘ	Reliability of the Slope ⓘ	Validity of the Performance Level Score ⓘ	Predictive Validity of the Slope of Improvement ⓘ	Disaggregated Reliability and Validity Data ⓘ
AIMSweb	Math Computation	●	●	○	▬	▬
AIMSweb	Math Concepts and Applications	●	●	●	○	▬
AIMSweb	Test of Early Literacy - Letter Naming Fluency	●	◗	●	◗	●
AIMSweb	Test of Early Numeracy - Missing Number	●	◗	●	◗	●
AIMSweb	Test of Early Numeracy - Number ID	●	◗	●	◗	●
AIMSweb	Test of Early Numeracy - Oral Counting	◖	◖	◖	◖	●

http://www.intensiveintervention.org/resources/tools-charts

DATA BASED DECISION MAKING PROCESS

1. Gather baseline data

2. Set an attainable goal

3. Determine frequency of data collection

4. Collect and graph data

5. Analyze and make instructional decisions

Student: [ ] **Grade:** [ ] **Teacher:** [ ]

Baseline/Current Reading Assessment	Annual Reading Goals	Comprehensive Reading Instruction	Intervention Summary
Instrument: [ ] Date: [ ] Phonemic Awareness: [ ] PHonics/Word Study: [ ] FLuency: [ ] VOcabulary: [ ] COmprehension: [ ]	[ ] Intervention Exit Criteria: [ ]	Program: [ ] Teacher: [ ] Amount of Time: [ ] Time of Day: [ ] [ ] Daily Other: [ ]	Differentiated Instruction: [ ] Intervention Teacher: [ ] Group: [ ]

Student: [ ] **Grade:** [ ] **Teacher:** [ ]

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
[ ] ————— (dates) [ ] ————— (schedule) **Progress Goals** PA [ ] CO [ ] PH [ ] VO [ ] FL [ ]	[ ]	[ ]	[ ]	(score/benchmark/status) PA [ ] / [ ] / [ ] PH [ ] / [ ] / [ ] FL [ ] / [ ] / [ ] CO [ ] / [ ] / [ ] VO [ ] / [ ] / [ ]
[ ] ————— (dates) [ ] ————— (schedule) **Progress Goals** PA [ ] CO [ ] PH [ ] VO [ ] FL [ ]	[ ]	[ ]	[ ]	(score/benchmark/status) PA [ ] / [ ] / [ ] PH [ ] / [ ] / [ ] FL [ ] / [ ] / [ ] CO [ ] / [ ] / [ ] VO [ ] / [ ] / [ ]

Source: http://buildingrti.utexas.org/
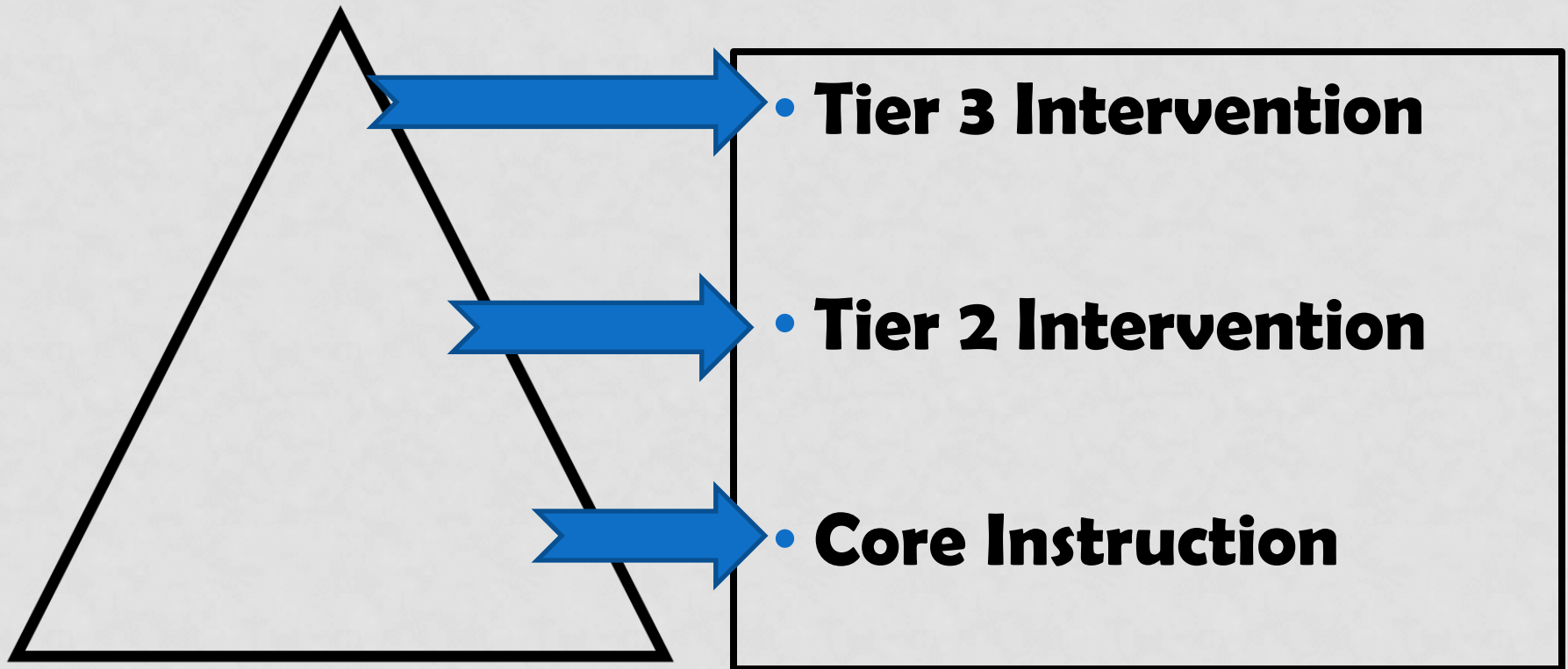
Student: [ ] **Grade:** [ ] **Teacher:** [ ]

Baseline/Screening Mathematics Assessment	Annual Mathematics Goals	Comprehensive Mathematics Instruction	Intervention Summary
Instrument: [ ] Date: [ ] **M**ath **C**omputation (MC): [ ] **M**ath **P**roblem **S**olving (MPS): [ ]	[ ] Intervention Exit Criteria: [ ]	Program: [ ] Teacher: [ ] Amount of Time: [ ] Time of Day: [ ] [ ] Daily Other: [ ]	Differentiated Instruction: [ ] Intervention Teacher: [ ] Group: [ ]

Student: [ ] **Grade:** [ ] **Teacher:** [ ]

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
[ ] _(dates)_ [ ] _(schedule)_ **Progress Goals** MC [ ] MPS [ ]	[ ]	[ ]	[ ]	(score/benchmark/status) MC [ ] / [ ] / [ ] MPS [ ] / [ ] / [ ]
[ ] _(dates)_ [ ]	[ ]	[ ]	[ ]	(score/benchmark/status) MC [ ] / [ ] / [ ] MPS [ ] / [ ] / [ ]

Source: http://buildingrti.utexas.org/

MULTI LEVEL INSTRUCTION

- **Tier 3 Intervention**

- **Tier 2 Intervention**

- **Core Instruction**

Tier I- Core Instruction

- Supports **ALL** students

- **Core** curriculum

- Sufficient for 80-90%

- Delivered **whole class**

- Includes **small group differentiation**

- Progress monitor with **general** probes **3 times** per **year**

100%

Tier 2 Intervention

- **Supports students struggling in 1 or more academic areas**

- **Instruction is delivered in small groups by the classroom teacher or intervention support teacher**

- **Instruction is in addition to core curriculum**

- **Progress monitoring is skill specific, NOT general probes**

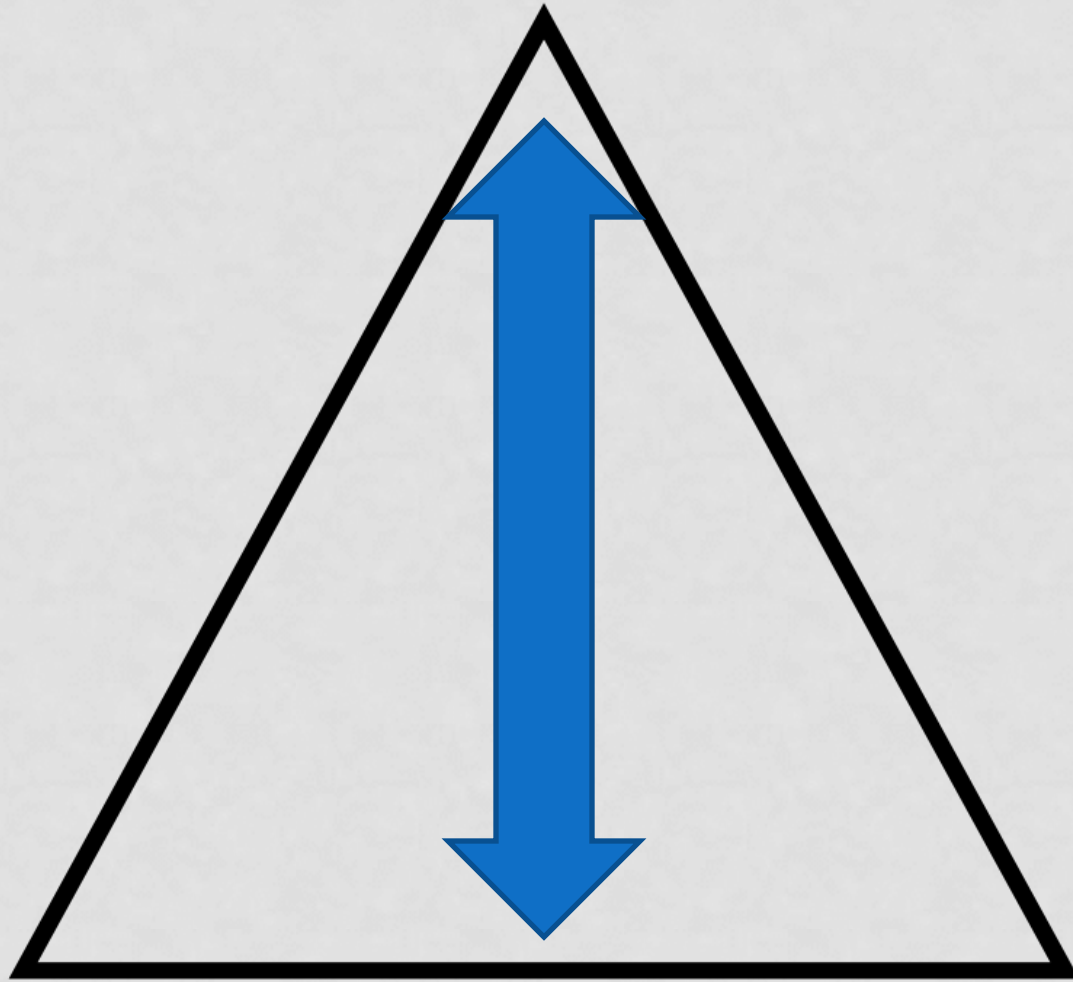- **Data collection is frequent – every 2 weeks**

5-15%

Tier 3 Intervention

- **Supports students struggling in Tier II small group intervention**

- **Instruction is delivered 1:1 or 1:2 by an intervention support teacher**

- **In addition to Tier II** **instruction**

- **Progress monitoring is skill specific, NOT general probes**

- **Data collection is weekly**

1-5%
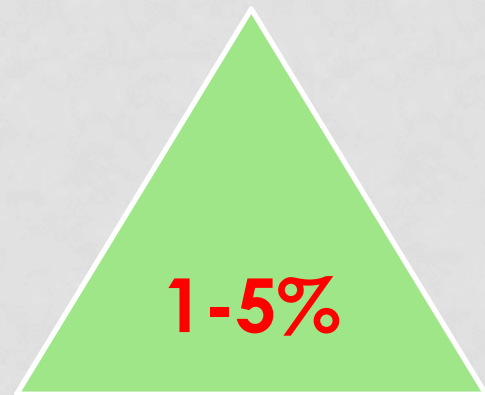
Movement through the tiers of instruction is a fluid process allowing student needs to be met!

https://youtu.be/-_Iqi7KYKTA

FAMILY AND COMMUNITY

- **Involve families as soon as weaknesses are identified**

  Send assessment results home to parents

  Formalize the process for communicating with parents whose   students are involved in RTI

- **Educate families about how RTI works**

  Create a brochure outlining RTI in your school/district

- **Give families strategies to help their children**

  Host literacy and math nights that are interactive

LEARNING OPPORTUNITY

A series of 9 RTI modules will be gradually released beginning October 1st. These will be available through the Idaho Training Clearinghouse . Credit will be available through the University of Idaho.

http://idahotc.com/Topics/N-Z/SPDG-Response-to-Intervention?folderId=4373

OR

Idaho Training Clearinghouse ➡ Topics ➡ SPDG Response to Intervention ➡
Professional Development

Module 1: Response to Intervention (RTI) Overview

Module 2: Comprehensive Assessment System

Module 3: Tiered Interventions

Module 4: Intervention Design I– Elementary

Module 5: Intervention Design II – Elementary

Module 4: Intervention Design I– Secondary

Module 5: Intervention Design II– Secondary

Module 6: Family and Community Involvement

Module 7: Progress Monitoring

Module 8: Leadership

Module 9: Implementation Cycles within RTI

QUESTIONS

Alayna Gee
208-332-6979
agee@sde.idaho.gov